DOCUMENT RESUME

ED 451 468 CS 013 563

AUTHOR	Swartz, S. L.; Shook, R. E.
TITLE	California Early Literacy Learning: Good First Teaching for All Children. Technical Report, 1994.
INSTITUTION	Foundation for California Early Literacy Learning, Redlands.
SPONS AGENCY	California State Univ., San Bernardino.
PUB DATE	1994-00-00
NOTE	21p.; Sponsored in collaboration with The Ohio State University. For other technical reports, see CS 013 564-565.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Education; *Emergent Literacy; *Faculty Development; Instructional Improvement; Models; *Reading Instruction; *Writing Instruction
IDENTIFIERS	*California Early Literacy Learning; Reading Recovery Projects

ABSTRACT

This 1994 technical report looks at California Early Literacy Learning (CELL), a staff development program designed to help elementary teachers strengthen their teaching of reading and writing. Reading Recovery and other research-based teaching methodologies have been organized into a framework for classroom instruction, and training in the framework is provided in a two-year format that includes participation by the entire instructional team. The report is divided into the following sections: California Early Literacy Learning (an overview); Training Model; Training for Literacy Coordinators; Research; Framework for Early Literacy Lessons; and California Early Literacy Learning Sites. Contains 38 references and a table of data. (NKA)

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CALIFORNIA EARLY LITERACY LEARNING

Good First Teaching for All Children

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Good First Teaching for All Children

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California Early Literacy Learning (CELL)

California Early Literacy Learning (CELL) is a collaboration of California State University, San Bernardino; the Ohio State University; and Lesley College. CELL represents a long-term commitment to restructure teaching in the elementary grades and the fundamental nature of literacy education. This project was developed to ensure that all children have access to good first teaching. Reading Recovery and other research-based teaching methodologies have been organized into a framework for classroom instruction. The framework is organized using carefully selected instructional activities (Huck & Pinnell, 1983; Pinnell & McCarrier, 1994). Training in the framework is provided in an intense two-year format that includes participation by the entire instructional team.

Framework

The framework was developed in response to requests from school districts for a systematic classroom instructional model that would complement and supplement Reading Recovery. CELL uses strategies that represent best practices; ones that are proven effective and firmly grounded in research. Specific elements of the framework include: reading aloud to children, shared reading, guided reading, independent reading, interactive writing, and independent writing. A wide variety of strategies are used to implement these elements and a collection of the very best of children's literature is provided to each teacher in the project. CELL also incorporates a professional development model that includes the entire instructional team in both systemic and classroom restructuring. Additionally, a staff member is trained as a Literacy Coordinator, an individual who will mentor and support the rest of the team.

California Early Literacy Learning:

- Was developed to supplement and complement Reading Recovery.
- Implements major recommendations of REACH and the Reading Task Force.
- Involves all members of the instructional team.
- Utilizes the best of children's literature.
- Provides ongoing professional development and support.
- Uses strategies proven effective with diverse populations.
- Is available in Spanish.

CELL Framework

Reading Aloud to Children

Introduces good children's literature.
Increases repertoire of language and its use.

Shared Reading

Promotes the development of early reading strategies.
Encourages cooperative learning and child-to-child support.

Guided Reading

Allows observation of strategic reading in selected novel texts.
Provides direct instruction of problem-solving strategies.

Independent Reading

Helps children behave like readers and builds self confidence.
Develops fluency using familiar texts.

Interactive Writing

Provides an opportunity to jointly plan and construct text.
Develops letter-sound correspondence and spelling.

Independent Writing

Encourages writing for different purposes and different audiences.
Fosters creativity and an ability to compose.

Training Model

California Early Literacy Learning works within and expands upon the classroom curriculum. Reading and writing are integrated into all subjects throughout the school day. Teachers use running records, the Observation Survey (Clay, 1993), and assessment of all student performances to guide instruction and to evaluate both individual progress and overall program success. California Early Literacy Learning promotes the development of good first teaching by all members of the instructional team.

Pilot Phase

During school year 1993-94, project activities focused on capacity building. Activities completed during this phase included the refinement of the training model, the development of instructional materials, and the selection of books.

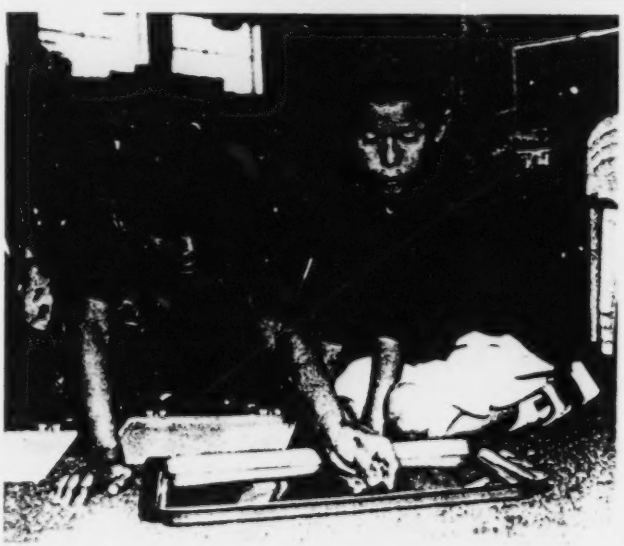
Demonstration schools were developed during 1994-95 to be used to support the training of Literacy Coordinators. These schools included Grant Elementary School in Colton, Longfellow Elementary School in Riverside, and Newmark Elementary School in San Bernardino. Teachers in these schools have been supported in the development of model classrooms that have effectively implemented the elements of the early literacy learning framework. Participants in the project will have the opportunity to visit these classrooms as part of their CELL training.

Implementation Phase

CSUSB is now involved in the statewide implementation of CELL. Implementation is designed as a university/public school collaboration and requires the commitment of the physical and human resources of both. The implementation phase includes training using the demonstration schools in San Bernardino, Riverside, Colton, and Lemon Grove in Southern California; and Lodi in Northern California.

Every school and district must organize and implement a comprehensive and balanced reading program that is research-based and combines skills development with literature and language-rich activities.

California Department of Education, Reading Task Force, 1995



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Two-Year Model

Year 1: School-Based Planning Teams

To ensure schoolwide support for California Early Literacy Learning and the Literacy Coordinator, a school-based team participates in a yearlong series of planning activities and framework training sessions conducted for Southern California at CSUSB and for Northern California at CSU, Hayward. The school-based planning team is composed of the building principal, a Reading Recovery teacher, a special education teacher, and one teacher each from Pre-K, Kindergarten, first, and second grades. It is the expectation that the Literacy Coordinator be a member of the team or emerge as a leader of the team during the school-based planning team year. The teachers from each team receive initial training in the elements of the framework and begin implementation of the framework immediately after the first session and receive feedback regarding their efforts at each subsequent session. This format allows a school to begin partial implementation of CELL and develop a resource for observation, demonstration, and support of the project. Training for these sessions is provided by the university trainer, the team of trained literacy coordinators from California, and various experts from throughout the United States.

Schools just beginning the restructuring process will participate in the school-based planning team activities. The training sessions include five full-day activities (at CSUSB and CSU, Hayward) and attendance at the West Coast Early Literacy Conference that focus on the Observation Survey and each element of the CELL framework.

Schools that complete this yearlong training can nominate a member of the school-based planning team to be trained as a Literacy Coordinator during the following year.

Staff development that includes follow-up in classroom application is preferable.

California Department of Education, Reading Task Force, 1995

Year 2: Literacy Coordinator

The Literacy Coordinator is the site-based staff developer that supports the implementation of the CELL framework. This individual has no supervisory responsibility, rather serves as a coach and mentor to colleagues on the instructional team. The Literacy Coordinator-in-training comes to California State University, San Bernardino, for a full week (Sunday through Friday) in September, November, January, and March (four weeks total) and additional one-day training sessions in October, April, and May. This training consists of observations in demonstration school classrooms, group meetings to reflect on the teaching and learning observed, and seminars that combine theory and practice. Throughout the year, Literacy Coordinators-in-training teach a class of children half day using the elements of the framework and attend biweekly guided meetings. In addition, the Literacy Coordinator supports the continued learning of the school-based planning team and begins framework awareness activities with the rest of the instructional team. During an additional one-week July leadership training seminar, efforts are focused on peer coaching and construction of the staff development module.

One-Year Model

Schools that have initiated restructuring by implementing Reading Recovery and have developed staff preparedness with previous literacy training and staff development can participate as a school-based planning team and have a Literacy Coordinator trained concurrently. Training for the Literacy Coordinator includes attending the six activities of the team and participating in five full-week training seminars held at CSUSB and surrounding school districts.

These one-year schools serve as a resource to their own district and surrounding districts by supplementing the availability of classroom observation opportunities. Participation is based on the following criteria:

1. Reading Recovery implementation,
2. Previous literacy training and staff development,
3. Staff preparedness and commitment to long-term involvement, and
4. Building level and district level administrative support.

Subsequent Years

The Literacy Coordinator begins full implementation at the site. Classroom observations that support this training are available at the nearest demonstration school, in the classrooms of the original school-based planning team, and in the classroom taught by the Literacy Coordinator.

After a site has been judged to be sufficiently independent to need only minimal support from the Literacy Coordinator, an additional site can be selected to participate in school-based planning. The optimal assignment for a Literacy Coordinator is impacted by the independence of participating teachers, the size of the instructional team, and the option of extending the program to Grades 3-6.

Demonstration Schools

To ensure access to CELL training for all interested school districts, additional demonstration schools will be developed at selected sites. The instructional staff of demonstration schools are trained directly by the university staff to serve as models of literacy learning and CELL framework implementation. Schools interested in developing a contractual agreement with CSUSB as a demonstration school should contact the Project Director.

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Training For Literacy Coordinators

Week-Long Training

Each year, five week-long training sessions for the Literacy Coordinators are scheduled to begin on a Sunday afternoon with a general orientation to the activities of the week. Monday through Friday of that week, the Literacy Coordinators-in-training observe demonstration school classrooms that are models of framework implementation. The Literacy Coordinators-in-training meet each afternoon to reflect on the teaching and learning observed and to participate in a seminar that combines theory and practice. One-day training sessions are designed as follow-up to the week-long training seminars.

Between training sessions, Literacy Coordinators are visited by members of the training team. These visits include consultation on implementation of the framework and provide support to the Literacy Coordinator in the peer coaching process.

Summer Leadership Training Seminar

The summer leadership training seminars concentrate on leadership development, peer coaching techniques, and construction of staff development modules that can then be used in subsequent years. As part of the training, Literacy Coordinators conduct a miniconference on good first teaching where they demonstrate and refine their staff development training techniques.

Videotaping of Teaching

Literacy Coordinators-in-training videotape their own teaching each month and submit the tapes to the university training team. Feedback on the video is given to the Literacy Coordinator through verbal or written communication. This activity not only helps the Literacy Coordinators reflect on their own teaching, but provides video examples that may be used in the future dissemination of the project.

Guided Meetings

Biweekly guided meetings (approximately two hours) are held throughout the training year for all Literacy Coordinators. The meetings are moved from site to site so that the classrooms of the school-based planning team can be visited and the learning environment can be evaluated. Literacy coordinators also observe and evaluate the classroom teaching of one another. Both of these activities structure the form and content of the guided meetings. These guided meetings are an integral part of the training and help teachers reflect on and refine their teaching. In subsequent years, guided meetings are the primary means of continuing professional development.

Materials

Each participant in the CELL training receives an extensive set of materials for classroom and professional use. These include quality children's literature books for reading aloud and thematic curriculum development, little books for guided reading, and professional books and materials. Additional materials supplied by the schools include: charts and chart paper for interactive writing, journals for independent writing, and large rolls of paper for thematic extensions.

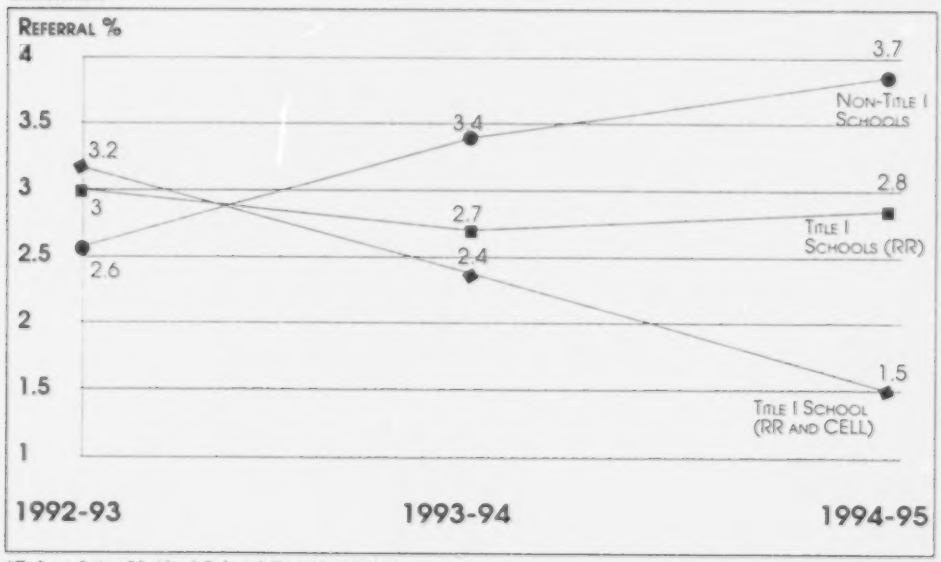
RESEARCH

California Early Literacy Learning (CELL) is a research-based program. All elements of the framework were selected because of their substantial support in the research literature (see outline beginning on page 12). This outline has been organized to list research and commentary available on each of the instructional strategies used in CELL.

CELL participants agree to assist in the collection of data that are used to document program success and individual student gains. As soon as possible after the opening of school, a random sample of each class (approximately eight children) is administered the Observation Survey by teachers and the Literacy Coordinator. Within the last three weeks of school, the Observation Survey is readministered to the same sample using replacement procedures. During Fall, the Gates-MacGinitie Reading Test is administered to second graders. These scores are used to assist in the analysis of student outcome data. Additional data available from the school (e. g., standardized test scores) are used to assist in this analysis. These data are collected and analyzed by CSUSB and made available to participants collectively and by site or school district.

Preliminary data from one of the early Reading Recovery districts and a demonstration site for CELL are graphed in Table 1. Referrals to special education have been directly impacted by Reading Recovery and CELL implementation. Referrals are lower for Reading Recovery schools compared to schools not using Reading Recovery over three academic years. Referrals from the CELL

Table 1. ***Comparison of Title I, Non-Title I, Reading Recovery, and CELL Referrals to Special Education***



(Colton Joint Unified School District, 1996)

demonstration school during the training year shows a referral rate more than two percentage points below the district mean. These data support the position that early intervention can impact the need for special education referral (Swartz, 1995).

Feedback from project participants has been extensive and represents a large body of qualitative data. Representative statements from a diverse group are listed.

Classroom Teachers:

"I see their learning as a much more integrated process. CELL allowed me more freedom and the children more responsibility for their own learning. The students were much more into learning and were willing to take risks. This allowed them to be more successful."

"I have a better understanding of children's learning and the language acquisition process. It is interesting how I have begun to look at what each child can do and what each child needs as scaffolding instead of at the class as a group. My teaching of reading has changed because I actually know what and how to teach reading. I thought that just reading with kids they would learn to read. I now know cueing strategies must be taught and children must have the opportunity to learn to read text that is at their reading/instructional level."

"Seeing Frank write his dictation sentence during the end of year testing brought tears to my eyes."

"I was amazed that several of my preschoolers learned their alphabet and were writing simple words simply by participating in interactive writing, shared reading, etc."

"CELL has given me insight on how children learn. It has equipped me with the tools to help all of my children succeed."

Principals:

"The staff in our school is working together as a unit now rather than just going into their rooms and closing the doors. Our meetings have turned around and are now discussion of learning theory and methodology. They even want to have an opportunity to visit one another's classrooms."

"Students fortunate enough to be enrolled in CELL classrooms develop their reading/language arts skills, their thinking ability, and their self-confidence. Most are excited to come to school because they are actively engaged in learning throughout the day. While the standards are rigorous, the children do not seem to feel nervous or anxious about venturing on to the next step in their learning."

Literacy Coordinator:

"Before being trained in the CELL project, I would have said that children learn to read by reading, but I would not have been able to explain why. I have a better understanding of how literacy is acquired and how the CELL framework facilitates the development of reading and writing. Several children this year have told me that I taught them how to read. Children have said this to me in the past, but now I know that the comment is true—I have taught children to read or to read better this year."

Framework for Early Literacy Lessons

Reading Aloud to Children

Rereading favorite selections	Motivates children to read (shows purpose) Provides an adult demonstration Develops sense of story Develops knowledge of written language syntax and how texts are structured Increases vocabulary and linguistic repertoire Supports intertextual ties through enjoyment and shared knowledge; creates community of readers	Adams (1990) Clark (1976) Cochran-Smith (1984) Cohen (1968) Durkin (1966) Goodman, Y. (1984) Green & Harker (1982) Hiebert (1988) Huck, Hepler, & Hickman, (1994) Ninio (1980) Pappas & Brown (1987) Schickedanz (1978) Wells (1985)

Shared Reading

Rereading big books Rereading retellings Rereading alternative texts Rereading the products of interactive writing	Demonstrates early strategies Builds sense of story and ability to predict Demonstrates process of reading Provides social support from the group Provides opportunity to participate; behave like a reader	Holdaway (1979) Martinez & Roser (1985) Pappas & Brown (1987) Rowe (1987) Snow (1983) Sulzby (1985) Teale & Sulzby (1986)

Guided Reading

	Provides opportunity to problem-solve while reading for meaning (reading work) Provides opportunity to use strategies on extended text Challenges the reader and creates context for successful processing on novel texts Teacher selection of text, guidance, demonstration, and explanation is available to the reader	Clay (1991a; 1991b) Holdaway (1979) Lyons, Pinnell, & DeFord (1993) McKenzie (1986) Routman (1991) Wong, Groth, & O'Flahavan (1994)

Independent Reading

	Children read on their own or with partners from a wide range of materials. Some reading is from a special collection at their reading level	Clay (1991a) McKenzie (1986) Taylor (1993)

FRAMEWORK (CONTINUED)

Interactive Writing

	Demonstrates concepts of print, early strategies, and how words work Provides opportunities to hear sounds in words and connect with letters Helps children understand building up and breaking down processes in reading and writing Provides opportunities to plan and construct texts	Pinnell & McCarrier (1994)

Independent Writing

Individual retellings Labeling Speech balloons Books and other pieces	Provides opportunity for independence Provides chance to write for different purposes Increases writers' ability to use different forms Builds ability to write words and use punctuation Fosters creativity and the ability to compose	Bissex (1980) Clay (1975) Dyson (1982; 1988) Ferreiro & Teberosky (1982) Goodman, Y. (1984) Harste, Woodward, & Burke (1984)

Extensions and themes:

(Drama, Murals, Story Maps, Innovations on Text, Surveys, Science Experiments, and others)

- Provide opportunities to interpret texts in different ways.
- Provide a way of revisiting a story.
- Foster collaboration and enjoyment.
- Create a community of readers.
- Provide efficient instruction through integration of content areas.

Documentation of progress:

- Provides information to guide daily teaching.
- Provides a way to track the progress of individual children.
- Provides a basis for reporting to parents.
- Helps a school staff to assess the effectiveness of the instructional program.

Home and community involvement:

- Bring reading and writing materials and new learning into children's homes.
- Give children more opportunities to show their families what they are learning.
- Increase reading and writing opportunities for children.
- Demonstrate value and respect for children's homes.

Oral language is the foundation for all elements of the framework.

California Early Literacy Learning Sites

Existing Sites

COLTON JOINT UNIFIED SCHOOL DISTRICT

Grant Elementary
550 West Olive Street
Colton, CA 92324
909/876-4126; Fax 909/535-2361
Marcia Pifer, Literacy Coordinator
Opal Thompson, Principal

Wilson Elementary
750 South Eighth Street
Colton, CA 92324
909/876-4242; Fax 909/422-0128
Joan Smith, Literacy Coordinator
Charlotte Naugle, Principal

NEWARK UNIFIED SCHOOL DISTRICT

Kennedy Elementary
35430 Blackburn Drive
Newark, Ca 94560
510/794-2027; Fax 510/793-1579
Lynn Gurnee, Literacy Coordinator
Carol Viegelmann, Principal

Lincoln Elementary School
36111 Bettencourt Street
Newark, CA 94560
510/794-2030; Fax 510/793-3446
Midge Fuller, Literacy Coordinator
Ellen Back, Principal

Musick Elementary
5735 Musick Avenue
Newark, CA 94560
510/794-2037; Fax 510/791-5792
Chris Scheving, Literacy Coordinator
Pat Hoke, Principal

RIVERSIDE UNIFIED SCHOOL DISTRICT

Longfellow Elementary
3610 Eucalyptus Avenue
Riverside, CA 92507
909/788-7335; Fax 909/369-3346
Pam Wagner, Literacy Coordinator
Tena Petersen-Petix, Principal

SAN BERNARDINO UNIFIED SCHOOL DISTRICT

Newmark Elementary
4121 N. Third Avenue
San Bernardino, CA 92407
909/881-8192; fax 909/ 381-0989
Tara Salinas, Literacy Coordinator
Sue Brown, Principal

One-Year Schools

CAMPBELL UNION SCHOOL DISTRICT

Lynnhaven Elementary
881 South Cypress
Campbell, CA 95008
408/341-7000; Fax 408/341-7250
Sharon Weight, Literacy Coordinator
Jocelyn Zona, Principal

Rosemary Elementary
155 North Third Street
Campbell, CA 95008
408/341-7003; Fax 408/341-7010
Maria Tait, Literacy Coordinator
Connie Elness, Principal

COLTON JOINT UNIFIED SCHOOL DISTRICT

Crestmore Elementary
18870 Yurupa Steet
Bloomington, CA 92316
909/876-4151; Fax 909/422-0128
Christy Kropacek, Literacy Coordinator
Michael Brown, Principal

DESERT UNIFIED SCHOOL DISTRICT

Madison Elementary
80-845 Avenue 46
Indio, CA 92201
619/775-3850; Fax 619/775-3855
Ann Morales, Literacy Coordinator
Larry Taylor, Principal

ELK GROVE UNIFIED SCHOOL DISTRICT

Charles E. Mack Elementary
4701 Brookfield Drive
Sacramento, CA 95823
916/422-5524; Fax 916/422-2673
Geri Keskeys, Literacy Coordinator
Gillian Johnson, Principal

LEMON GROVE SCHOOL DISTRICT

San Miguel Elementary School
7059 San Miguel Avenue
Lemon Grove, CA 91945
619/589-5619; Fax 619/462-7959
Nadine Haddock, Literacy Coordinator
Virginia Horowitz, Principal

Vista La Mesa Elementary School
3900 Violet Street
La Mesa, CA 91941
619/589-5645; Fax 619/462-7959
Charlotte Rodzach, Literacy Coordinator
Mary Dell Worthington, Principal

One-Year Schools (cont.)

LODI UNIFIED SCHOOL DISTRICT

Parklane Elementary School
8405 Tam O'Shanter Drive
Stockton, CA 95210
209/953-8410; Fax 209/953-8084
Carol Splain & Rosemary Gianelli, Literacy Coordinators
Kathy Scott, Principal

NEWARK UNIFIED SCHOOL DISTRICT

Bunker Elementary
607 Smith Avenue
Newark, CA 94560
510/794-2020; Fax 510/792-5624
Heidi Scher, Literacy Coordinator
Kenneth Stange, Principal

Graham Elementary
36270 Cherry Street
Newark, CA 94560
510/794-2025; Fax 510/494-0582
Sally Carlin, Literacy Coordinator
Joan Ernst, Principal

Milani Elementary
37490 Birch Street
Newark, CA 9460
510/794-2033; Fax 510/793-2437
Diane Jamison, Literacy Coordinator
Suzanne Hall, Principal

Schilling Elementary
36901 Spruce Street
Newark, CA 94560
510/794-2048; Fax 510/791-9203
Lucy Silva, Literacy Coordinator
George Mathiesen, Principal

H.A. Snow Elementary
6580 Mirabeau Drive
Newark, CA 94560
510/794-2052; Fax 510/791-8942
Dori Ringlein, Literacy Coordinator
Marion Madrigal, Principal

Two-Year Schools

COLTON JOINT UNIFIED SCHOOL DISTRICT

Rogers Elementary
955 W. Laurel
Colton, CA 92324
909/876-4211; Fax 909/422-0128
Jennifer Stegall, Principal

Smith Elementary
9951 Linden Avenue
Bloomington, CA 92316
909/876-4246; Fax 909/422-0128
Yavonne Layne, Principal

COLTON JOINT USD (cont.)

Zimmerman Elementary
11050 Linden Avenue
Bloomington, CA 92316
909/876-4250; Fax 909/422-0128
Doris Groves, Principal

HAYWARD UNIFIED SCHOOL DISTRICT

Shepherd Elementary
27211Tyrrell Avenue
Hayward, CA 984544
510/783-1182; Fax 510/786-2297
Kip Anderson, Principal

LEMON GROVE SCHOOL DISTRICT

Mt. Vernon Elementary
8350 Mt. Vernon Street
Lemon Grove, CA 91945
619/589-5613; Fax 619/462-7959
Sharon Justeson, Principal

MILPITAS UNIFIED SCHOOL DISTRICT

Weller Elementary
345 Boulder Street
Milpitas, CA 05035
408/945-2428; Fax 408/945-2479
Lawrence Lovato, Principal

Pearl Zanker Elementary
1585 Fallen Leaf Drive
Milpitas, Ca 95035
408/945-2438; Fax 408/942-2734
Beverly James, Principal

ROMOLAND SCHOOL DISTRICT

Harvest Valley Elementary School
29955 Watson Road
Romoland, CA 92585
909/9282915; Fax 909/925-0225
Rich Shepler, Principal

ROWLAND UNIFIED SCHOOL DISTRICT

Yorbita Elementary
520 Vidalia Street
La Puente, CA 91744
818/964-3486; Fax 818/964-3736
JoAnn Raber, Principal

SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Neal Roberts Elementary
555 E. Olive Street
San Bernardino, CA 92410
909/388-6409; Fax 909/885-0536
Jerry Kasinski, Principal

SAN JOSE UNIFIED SCHOOL DISTRICT

Grant Elementary
470 E. Jackson Street
San Jose, CA 95112
408/535-6227; Fax 408/535-2361
Norma Murakami, Principal

Two-Year Schools (cont.)

WATERFORD SCHOOL DISTRICT

Moon Elementary
319 N. Reinway
Waterford, CA 95386
209/874-2371; Fax 209/874-3109
Ruth Michon, Principal

WHISMAN UNIFIED SCHOOL DISTRICT

Monta Loma Elementary
460 Thompson Avenue
Mountain View, CA 94043
415/903-6915; Fax 415/903/6921
Jeannie Bosley, Principal

WHISMAN USD (cont.)

Theuerkauf Elementary
1625 San Luis Avenue
Mountain View, CA 94043
415/903-6915; Fax 415/903-6931
Stephanie Totter, Principal

Whisman Elementary
310 Easy Avenue
Mountain View, CA 94043
415/903-6935; Fax 415/903-6941
Eleanor Yick, Principal

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California Early Literacy Learning

Application for:

- ☐ Two-Year California Early Literacy Learning School-Based Planning Team Training
- ☐ One-Year School-Based Planning Team and Literacy Coordinator Training
  (Schools will be selected based on application and interviews.)
  Include qualifications of Literacy Coordinator applicant (attach vitae).

Name of School _____

Address of School _____

_____

Telephone (___) _____ Fax (___) _____

E-Mail _____

Number of classrooms:

Pre-K _____

K _____

1 _____

2 _____

Contact Person _____

School District _____

Address _____

1996-97 Fees:

School-Based Planning Team	$ 4,000
Literacy Coordinator	$12,000
Books and Materials (per classroom)	$ 2,500

Tuition

Literacy Coordinator (12 units required)	$ 1,080
Teachers (4 units optional)	$ 360

Additional Costs

1. Substitute days for participants
2. Travel to San Bernardino or Hayward
3. West Coast Early Literacy Conference and CELL Training Institute

Please provide the following information on a separate sheet:

Describe your school and your reasons for wanting to participate in this project.

Indicate prior literacy training activities (e.g., ELIC, Reading Recovery, etc.)

Describe your school and community demographics.

Why do you think your staff is ready to participate in this program?

Authorized Signature: _____

Please Print Name and Title: _____

** Please photocopy and complete this form to submit your school application.*

CELL 1996-97 Calendar

ALL PARTICIPANTS—SOUTHERN/NORTHERN CALIFORNIA SITES

April 15, 1996 - North
April 22, 1996 - South Awareness session for all interested schools. School representative attendance required.

May 17, 1996 Notification of schools participating in the 1996-97 training project.

June 17, 1996 - South
June 18, 1996 - North Orientation of participating school-based planning teams and literacy coordinators.

August, 1996 School-based planning team members and literacy coordinators attend training classes in the administration of the Observation Survey. This training will be arranged with the closest Reading Recovery Training Site.

SCHOOL-BASED PLANNING TEAM TRAINING SESSIONS

September 13, 1996 - South
September 23, 1996 - North

1. Review of Observation Survey
2. Develop school implementation plan
3. Introduction to books and materials
4. CELL framework training:
   - Reading aloud to children
   - Interactive writing

November 15, 1996 - South
November 25, 1996 - North

1. CELL framework review:
   - Reading aloud to children
   - Interactive writing
2. Review of school implementation plan
3. CELL framework training:
   - Guided reading
   - Shared reading

January 3, 1997 - South
January 13, 1997 - North

1. CELL framework review:
   - Guided reading
   - Shared reading
2. Review of school implementation plan
3. CELL framework training:
   - Independent reading
   - Independent writing

March 14, 1997 - South
March 24, 1997 - North

1. CELL framework review:
   - Independent reading
   - Independent writing
2. Review of school implementation plan
3. CELL framework training:
   - Thematic learning curriculum
   - Authentic assessment

May 22, - May 25, 1997

West Coast Early Literacy Conference and California Early Literacy Learning Training Institute, Anaheim

1. All elements of framework:
   - Thematic learning curriculum
   - Authentic assessment
2. Review of school implementation plan

Mark your calendars for 1998!
Thursday, May 14 - Sunday, May 17, 1998

Annual West Coast Early Literacy Conference and CELL Institute